DOCUMENT RESUME

ED 438 853 JC 000 168

TITLE	Master Plan for Education: Achieving the Santa Monica College Vision. Changing Lives through Excellence in Education for a Global Community. Revised.
INSTITUTION	Santa Monica Coll., CA. Office of Institutional Research.
PUB DATE	199`-07-06
NOTE	49p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Community Colleges; Educational Needs; *Educational Objectives; *Educational Planning; Educational Practices; Institutional Evaluation; Institutional Mission; *Master Plans; Two Year Colleges
IDENTIFIERS	*Santa Monica College CA

ABSTRACT

This report is the 1999 Santa Monica College Educational Master Plan revision. In 1997, the College adopted its first formal Master Plan for Education. Every three to five years, depending on the circumstances, that plan will be completely redone. During the intervening time period, there will be annual revisions to the plan. This revision consists of two parts--an update on the 1998-1999 objectives, and the creation of new objectives for 1999-2000. The status of the 1998-1999 objectives was incorporated into the formation of the new objectives. Each of the two parts of this revision outlines the six goals of the college, and the objectives developed to meet these goals. The six overarching goals are: (1) student success; (2) academic excellence; (3) community of mutual respect; (4) technology; (5) community partnerships/financial viability; and (6) facilities. This revision also contains a table of Board of Trustees Accepted Grants 1998-1999, which names the type of grant accepted, its agency, amount, approval date, and contributing/lead faculty. This revision concludes with lists of research reports and institutional research reports. (VWC)

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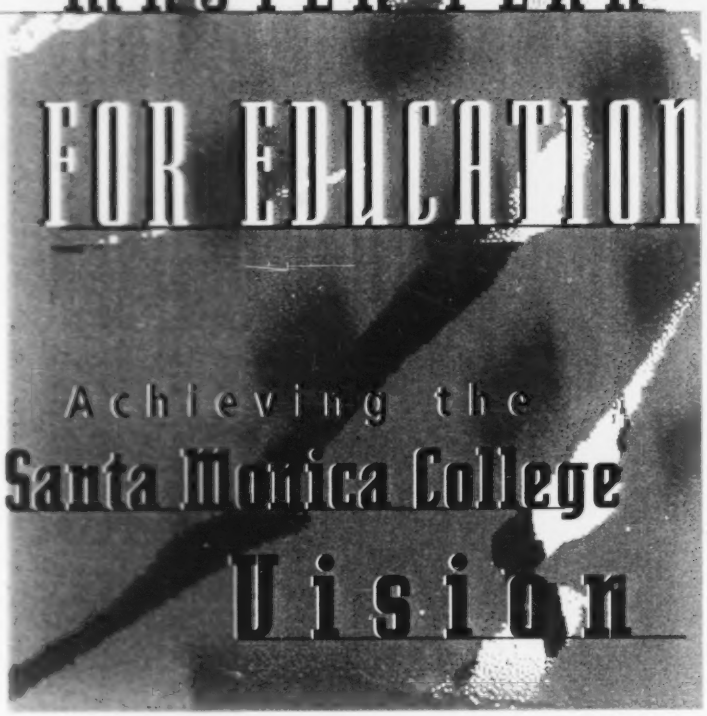
MASTER PLAN FOR EDUCATION



Changing Lives Through
Excellence in Education
for a Global Community

Revision – July 6, 1999

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Master Plan
For Education

Revised July 6, 1999

Achieving the Santa Monica College Vision

Changing Lives through
Excellence in Education
for a Global Community

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SANTA MONICA COLLEGE
EDUCATIONAL MASTER PLAN REVISION
1999

In 1997, the College adopted its first formal *Master Plan for Education*. Every three to five years, depending on the circumstances, that plan will be completely redone. During the intervening time period, there will be annual revisions to the plan.

The revision consists of two parts – an update on the 1998-99 objectives and the creation of new objectives for 1999-2000. The status of the 1998-99 objectives was incorporated into the formation of the new objectives.

The formation of the 1999-2000 objectives consisted of the vice presidents preparing a draft of new objectives after consulting with appropriate faculty and staff within their divisions and the Superintendent/President. The drafts were submitted to the Collegewide Coordinating Council for their review and approval.

In writing the objectives, it is assumed that all exemplary practices of the College will be continued and that it is unnecessary to create objectives for maintenance of effort purposes. Furthermore, it is assumed that the implementation of the actions necessary to accomplish each objective will be done in a manner consistent with the participatory governance practices of the College and in accordance with all college policies and procedures.

INSTITUTIONAL OBJECTIVES 1999-2000

ALL GOALS

OBJ-1. To create new written policies and procedures and update existing ones within all areas of the college. (All areas)

GOAL 1. Student Success

OBJ-2. To complete the study of college tutoring services and then, with appropriate input from all college constituencies, review its results and implement recommendations as needed to ensure general effectiveness, appropriate allocation of resources, and uniformity in the recruitment, selection, training, and evaluation of tutors. (Academic Affairs)

OBJ-3. To take advantage of the opportunities presented by the completion of the new Science Building and funded growth to meet previously unmet student demand for laboratory courses in the Life and Physical Sciences. **Academic Excellence (Academic Affairs)

OBJ-4. To translate institutional effectiveness research information into instructional and support strategies to promote student success. (Academic Affairs)

OBJ-5. To evaluate the College's recently expanded noncredit offering in regard to student demand, level of apportionment, facilities, and relationship to the credit offering and to make appropriate adjustments. (Academic Affairs)

OBJ-6. To develop strategies through the Academic Senate and Faculty Association for increasing faculty participation in outside-the classroom activities that promote student success. (Academic Affairs)

OBJ-7. To explore alternate methods of sales for the Bookstore that will improve service to students and maintain the fiscal stability of the Bookstore. (Business & Administration)

OBJ-8. To review in collaboration with the Academic Senate and Administrative leadership, the recruitment and selection process for faculty

positions to determine ways to improve the efficiency of the process. **Academic Excellence (Human Resources)

OBJ-9. To promote student success, continue to collect and to analyze data relating to the 30 proposed indicators of institutional success; work with the Chancellor's office and with other colleges to compare and to interpret data; consider eliminating some proposed indicators of success and begin investigating indicators of individual student success. (Planning & Development)

OBJ-10. To expand the efforts of institutional research in the area of student success through a more in-depth examination of student performance in areas such as student performance at transfer institutions, the student right-to-know data, partnership for excellence data, prerequisite skills relationship with class performance, and basic skills progress. Also, to expand these efforts by examining criteria for the success of sub-populations of students, including international students, students in the Student Success Project, and other special programs. (Planning & Development)

OBJ-11. To continue the development and implementation of student support systems for all off-campus educational programs. (Student Affairs)

OBJ-12. To increase the number of student aid and Pell grant recipients and decrease the number and percentage of student loan defaults (to the eventual goal of 12%). (Student Affairs)

OBJ-13. To continue to increase the number of transfer students and to strengthen and expand articulation agreements with four-year institutions. (Student Affairs)

OBJ-14. To increase the percentage of faculty participation in the Early Alert program, and to improve the response rate back to the students. (Student Affairs; Academic Affairs)

OBJ-15. To work with key stakeholders to expand the scope of the Assessment Center, including the implementation of computer-based assessment. (Student Affairs; Academic Affairs)

OBJ-16. To develop strategies to increase student involvement on district and joint committees. **Community of Mutual Respect (Student Affairs)

GOAL 2. Academic Excellence

OBJ-17. To use student assessment and successful course completion information to refine the High School Dual Enrollment Program course offering and to develop appropriate parameters for program expansion. **Student Success (Academic Affairs; Student Affairs)

OBJ-18. To complete the initial development and approval processes for curriculum in the Institute of International Trade program and implement a pilot course offering. *Student Success (Academic Affairs)

OBJ-19. To establish and implement a library collection development policy that takes into account the immediate challenge of moving the Library into temporary quarters as well as planning for the new expanded Library building and the enhancement of library services at satellite locations. ** Student Success (Academic Affairs)

OBJ-20. To enhance faculty development opportunities to include training specifically designed to refine and improve teaching effectiveness. (Academic Affairs)

OBJ-21. To expand student services to all athletes for the enhancement of academic performance. **Student Success (Student Affairs)

OBJ-22. To work with the Academic Senate and the Faculty Association to establish formal policies related to intellectual property rights. **Community of Mutual Respect (Human Resources)

OBJ-23. To expand opportunities for faculty to develop themselves professionally via increased participation with other professionals in their discipline. (Human Resources)

OBJ-24. To develop and begin implementation of plans for one new educational venture in public safety or information technology. Complete the implementation of the Institute of International Trade. **Student Success (Planning & Development; Academic Affairs)

OBJ-25. To explore discipline-specific ways to exchange ideas and teaching techniques with feeder high schools. **Student Success (Academic Affairs)

OBJ-26. To examine the need for increasing services to evening students using the data from the recent evening survey. **Student Success (Student Affairs)

GOAL 3. Community of Mutual Respect

OBJ-27. To study the impact of the College's non-credit educational programs on related academic programs and clarify the process for appropriate involvement of academic departments in planning the non-credit course offering. (Academic Affairs)

OBJ-28. To ensure that the evaluation process devised by the Student Activity Hour Task Force for 1999-2000 "scheduling experiment" includes input from faculty (including Academic Senate, Department Chairs, and Faculty Association), staff, students, and administration and that this process is completed before Fall 2000 scheduling begins. **Student Success (Academic Affairs; Student Affairs)

OBJ-29. To revise the orientation process for classified employees. (Human Resources)

OBJ-30. To implement a more efficient process for the filling of existing and new classified positions/classifications. (Human Resources)

OBJ-31. To continue to work cooperatively with the Personnel Commission to improve the recruitment and selection process for classified positions. (Human Resources)

OBJ-32. To report to the college community the findings and recommendation of the task force on "a community of mutual respect." (Human Resources; Student Affairs)

OBJ-33. To ensure that the Human Resources Department continues to provide timely service to all employees. (Human Resources)

OBJ-34. To expand the training program and reference materials provided to managers. (Human Resources)

OBJ-35. To continue the effective management of the staff development program by expanding on-campus training opportunities for all employees. (Human Resources)

OBJ-36. To begin the process of reviewing and revising all classified job descriptions. (Human Resources)

OBJ-37. To successfully transition the HR department to the Pico Building and develop additional ways to communicate with all employees such as utilizing the District's intranet. **Technology (Human Resources)

OBJ-38. To fully implement an evaluation procedure for all managers which includes feedback from supervisors, peers, and all people affected by their performance. (Human Resources)

OBJ-39. To participate in on-going training with the Faculty Association leaders in bargaining techniques and to identify positive practices that will enhance collegiality during periods of collective bargaining. (Human Resources)

OBJ-40. To continue to work with the campus-wide community to disseminate information related to the SMC Board Policy on student conduct. Work with the school psychologist, the ombudsperson, the SMC Chief of Police, and others to ensure that SMC continues to be a safe campus. (Student Affairs)

OBJ-41. To provide in-service staff development for parking security officers, dispatchers and the administrative assistant in diversity/sensitivity training. (Student Affairs; Human Resources)

OBJ-42. To implement a community oriented policing policy on campus. (Student Affairs)

GOAL 4. Technology

OBJ-43. To incorporate commonly used assistive technology and ADA compliant workstations into all major labs. (Student Affairs; Planning & Development)

OBJ-44. To revise the Technology Master Plan for year four. Once revised, implement year four of the plan along with any carry-overs from year three of the plan. (Planning & Development)

OBJ-45. To complete the PeopleSoft implementation project for Human Resources and Financials. (Planning & Development; Business & Administration; Human Resources)

OBJ-46. To improve access to information, create an Intranet site for weekly posting of agendas for meetings of the Coordinating Council, Budget Committee, Facilities Committee, District Technology Committee, Curriculum Committee, and Program Review Committee. The burden to submit an abbreviated one-page agenda rests with the secretary of each committee. (Planning & Development; Academic Affairs; Student Affairs)

OBJ-47. To explore how technology might improve the way student services are provided and determine what can be changed to improve services and student success through greater use of technology. (Student Affairs; Planning & Development)

GOAL 5. Community Partnerships/Financial Viability

OBJ-48. To continue in-service training for all staff on budgeting, purchasing, accounting and payroll issues. (Business & Administration)

OBJ-49. To facilitate the Collegewide Coordinating Council discussion of the role of the Budget Committee as it relates to long-term financial planning and the Master Plan for Education. **Community of Mutual Respect (Business & Administration; Academic Affairs; Planning & Development)

OBJ-50. To fully participate in the implementation of the PeopleSoft Financials for payroll, accounting, accounts payable and purchasing. (Business & Administration; Planning & Development)

OBJ-51. To improve the quality and accessibility of accounting data on a long-term basis and to explore interim solutions until PeopleSoft benefits can be realized. (Business & Administration)

OBJ-52. To improve the timing process for reconciliation and claiming of state funded projects. To improve budgeting and accounting processes for categorical and grant funds. To work with Human Resources to establish a position control system for budgeting. (Business & Administration; Human Resources)

OBJ-53. To implement the reorganization to form a Bursar's office so that cash control is improved. (Business & Administration; Student Affairs)

OBJ-54. To provide the Board of Trustees with a comprehensive budget report on a quarterly basis. (Business & Administration)

OBJ-55. To continue the capital campaign within the Santa Monica College Foundation, raise at least an additional $5 million within the 1999-2000 fiscal year, and attempt to sustain major and annual gifts to the Foundation at $450,000. (Planning & Development)

OBJ-56. To complete phase one of the fund raising effort ($3 million) for the Madison Theatre and correspondingly enter into the full architectural design of the Theater. (Planning & Development)

OBJ-57. To develop grant applications to fund priority areas identified within the various planning documents of the College. Also, to develop, in collaboration with Accounting and appropriate administrators from Academic and Student Affairs, a comprehensive training program for grant project managers in conjunction with a workable set of administrative procedures to ensure the timely, accurate and effective management of funded grants. (Planning & Development; Academic Affairs; Student Affairs)

OBJ-58. To plan and implement both small and large-scale events that highlight College achievements and promote SMC's presence in the community, e.g. the Science Building Opening Celebration; the Pool Ground-Breaking Celebration; the 70th Anniversary Science Lecture Series; the 70th Anniversary Mentor Student Showcase; and a Writer's Conference. (Planning & Development)

OBJ-59. To continue to increase the effectiveness of existing recruitment

programs and develop new strategies to attract high achieving international students by revising and improving the international admission processes. **Student Success (Student Affairs)

GOAL 6. Facilities

OBJ-60. The next step of the Science project is the removal of the Science Village. All labs in the center of the village will be removed during August and September, 1999. (Business & Administration)

OBJ-61. To work with the City of Santa Monica to complete the Environmental Impact Report for the extension of Parking Structure C and to start construction by the Winter session of 2000. (Business & Administration)

OBJ-62. To work with the Chancellor's Office to provide $14 million of funding for the Library retrofit and addition. The funding is the first part of the Library objective. Completion of the plans so construction can start prior to the end of 1999-2000 is another element as is the conversion of Library into a temporary library. This must be completed so the Library can move prior to the start of construction. *Student Success (Business & Administration)

OBJ-63. To relocate administration to the new off-campus site at 2714 Pico Blvd. This will require working with existing tenants and remodeling the space to appropriately hold the various administrative functions. (Business & Administration)

OBJ-64. To remodel the current administration complex to allow Admissions & Records, Financial Aids and related student services to move to the Pico side of the campus. **Student Success (Business & Administration)

OBJ-65. To address and implement the Scheduled Maintenance projects approved by the Board of Trustees and funded by the State. (Business & Administration)

OBJ-66. To improve and simplify campus building identification of build-

ings and rooms through the increased use of signage and building directories. **Student Success (Business & Administration)

OBJ-67. To coordinate with the City of Santa Monica on the construction of the municipal pool replacement on the 16th Street side of the campus. (Business & Administration)

OBJ-68. To continue to make a concentrated effort to keep the campus clean and enlist the assistance of the college community to develop an ongoing clean campus campaign. (Business & Administration; Academic Affairs; Student Affairs)

OBJ-69. To complete the construction/remodel projects that were started or in process in 1998-99. (Business & Administration)

OBJ-70. To establish methods for regular communications with faculty, staff and student organizations about facilities and maintenance developments. **Community of Mutual Respect (Business & Administration)

OBJ-71. To evaluate and modify the new work order tracking and distribution system for its effectiveness in assisting the Maintenance department to complete work orders in a satisfactory manner. **Community of Mutual Respect **Student Success (Business & Administration)

The divisions of the College responsible for the accomplishment of each objective are listed in parentheses.

**Many objectives meet more than one goal. This symbol (**) indicates additional goals addressed by a particular objective.

UPDATE – INSTITUTIONAL OBJECTIVES 1998-1999

(Revised 7/6/99)

ALL GOALS

OBJECTIVE 1. *To create new written policies and procedures and update existing ones within all areas of the college and ensure that college publications contain accurate, complete, and current information. (All areas)*

The process of reviewing and updating written policies and procedures and creating new ones in designated areas where none currently exist is ongoing. The College entered into a six-month contract with a consulting firm (Education Alliance) to assist in the development of policies and procedures for the entire campus. The consultants did a preliminary examination of selected existing policies and procedures prior to meeting with all managers of the College. On February 4, 1999, the consultants met with the senior staff. On February 5, they met with the managers in each of the five areas of the College. Attendees followed up the visit by submitting copies of all existing and proposed policies, rules, and regulations. The materials have been reviewed by the consultants, who have made preliminary recommendations and are preparing a plan of action for completion of the project.

A revised Academic Senate Joint Curriculum Committee Handbook will be introduced as part of the orientation of committee members for the 1999-2000 academic year. The 1998-1999 college Catalog (available both in print and in electronic format via the Internet at the College's Web site) represents substantial progress in updating and clarifying information provided to students, particularly with respect to degree, certificate, and transfer requirements. In preparing this catalog, an improved internal communication system was established to ensure that information printed in each Schedule of Classes and information provided to students by the Counseling Department and academic departments matches catalog information and that changes approved by the Academic Senate Joint Curriculum Committee are communicated to all affected constituencies in a timely manner. Immediately after publication and distribution of the current Catalog, the revision process began again to allow for the publica-

tion of the 1999-2000 Catalog in Summer 1999. From this point forward, the Catalog will be published in July of each year to provide incoming students with updated and accurate information during fall registration.

OBJECTIVE 2. *To assess performance of last year's objectives within the Educational Master Plan and create new objectives for the following academic year. Develop assessment of institutional effectiveness in student success and incorporate institutional performance into the Educational Master Plan process. (Planning & Development)*

By July 1, 1998, the Collegewide Coordinating council had completed the planning cycle by distributing an update on the 1997-98 objectives and a listing of the new objectives for the 1998-99 academic year.

In November 1998, the Collegewide Coordinating Council began deliberations of possible Measures of Institutional Effectiveness. After extensive discussion, the Council decided the list of approximately 30 potential measures would be retained as a long-term goal, but that implementation would begin by focusing on the measures that used the existing database. In February, a preliminary examination of eleven measures was presented to and reviewed by the Council. It was agreed that all eleven measures would stay in the planning process. The Council also agreed that the College should continue to try to expand the list of measures each year until all of the potential measures have been implemented. The next planning phase will also mark the first time that the Council will try to use Measures of Institutional Effectiveness as input in the formation of new institutional objectives.

GOAL I. STUDENT SUCCESS

OBJECTIVE 3. *To establish and validate appropriate English and mathematics skill prerequisites, particularly for general education transfer courses. (Academic Affairs) ** Academic Excellence*

The Office of Institutional Research conducted a study of 29 courses (including five "controls") to determine the relationship between three dif-

ferent levels of English preparation and successful completion of each course. Results of the study seem to indicate a significant relationship between eligibility for English 1 and successful course completion that may justify the establishment of this level of English preparation as a prerequisite or advisory for 24 courses in the disciplines of anthropology, biology, business, economics, geography, history, philosophy, political science, psychology, sociology, and speech. The Academic Senate Joint Curriculum Committee reviewed the results of the study and sought input from the Department Chairs Committee, which has endorsed the concept of using the findings of the study to establish course advisories where appropriate.

OBJECTIVE 4. *To review college tutoring services to ensure general effectiveness, appropriate allocation of resources, and uniformity in the recruitment, selection, training, and evaluation of tutors. (Academic Affairs)*

The College's 1998 Accreditation Self-Study revealed the need to assess college tutoring services. This assessment, in the form of personal interviews with the coordinators of all tutoring programs, is currently underway. To date, interviews have been conducted with the coordinators of the English/Humanities, Modern Languages, Science, Business, and Mathematics tutoring centers as well as with staff members of the Women's Center and the African American Collegiate Center. Upon completion of the interview process, a written document, providing information on the current status of tutoring at SMC and recommendations for strengthening these services, will be produced and presented to the Coordinating Council. In addition, a funded Partnership for Excellence proposal to develop a formal training program for EOPS and Pico Partnership/On the Move tutors is in the process of being implemented. If successful, this might be used as a model for collegewide tutor training.

OBJECTIVE 5. *To increase the involvement of teaching faculty in the implementation of the revised Matriculation Policy by developing a faculty advisement plan and improving participation in "Early Alert" and other intervention strategies. (Academic Affairs)*

In acknowledgment of the need to have greater involvement of teaching faculty in the implementation of the Matriculation Policy, the Counseling Department led in the formation of a committee to develop a process for faculty advisement. When faculty advisement became an issue in faculty contract negotiations, the committee decided to shift its focus to developing recommendations for improved counseling services and ways to "partner" with teaching faculty members. It is the intention of the committee to resume the development of a plan for faculty advisement when collective bargaining issues surrounding this concept have been clarified.

OBJECTIVE 6. *To expand and strengthen the College's noncredit education offering. (Academic Affairs)*

In addition to a substantial increase in the noncredit ESL course offering, noncredit self-paced instruction in the areas of basic skills and employment skills has been introduced through the opening of a new computer lab, funded through CalWORKs and located at the Madison site. The Emeritus College now offers computer applications courses in a new computer lab also located at the Madison site. The Health Sciences Department has developed and implemented a noncredit Certified Nursing Assistant Program.

OBJECTIVE 7. *To establish bookstore operations at all satellite campus sites. (Business & Administration)*

All satellite campuses now have bookstore operations, and exploration of additional ways to provide services to students through the bookstores continues.

OBJECTIVE 8. *To expand the efforts of institutional research in the area of student success through the examination of student performance data in areas as diverse as performance at transfer institutions, the student right-to-know, partnership-for-excellence, prerequisite skills relationship with class performance, and basic skills progress. (Planning & Development)*

The institutional research efforts have continued at a robust level. It was one of the areas receiving commendation by the accreditation visiting

team. A complete list of research efforts is listed in Appendix B, but the specific efforts discussed in the objective are described below.

- Student Performance at Transfer Institutions -- A research committee is implementing a research project to examine transfer students at UCLA, CSUN, LMU, Pepperdine, USC, and Mount St. Mary's. Presentations have been given at the Research and Planning Group for California Community Colleges conference, the American Association of Community Colleges conference, and the California Community Colleges Chancellor's conference. The research project is funded by a Chancellor's Office grant.

- The Student Right-To-Know Data - SMC is continuing its subscription with the Chancellor's Office to provide this data. All colleges nationwide are effectively required to participate in the disclosure of rates by January 2000. The most recent cohort, Fall 1995, has been downloaded from the Chancellor's Office and distributed to key administrators.

- Partnership for Excellence Data - The Office of Planning and Development has worked with the Collegewide Coordinating Council to develop indicators of effectiveness. A research report, Partnership for Excellence Indicators, on 12 of 29 indicators was written. It was presented to the Council and the Department Chairs Committee for discussion.

- Prerequisite Skills Relationship To Class Performance - There have been several reports produced in the area such as, English 1 as a Possible Prerequisite for Social Science Courses, and The Effect of English Preparation on Student Success in Selected Courses. The latter report was presented at the Research and Planning Group of California Community Colleges annual conference.

- Basic Skills Progress - A report was written, entitled Success in Subsequent English, ESL, and Mathematics Courses. It was presented at the Research and Planning Group of California Community Colleges annual conference.

OBJECTIVE 9. *To re-examine the way student services are provided and determine what can be changed to improve service and student success. (Student Affairs)*

The office of Enrollment Services includes School Relations, Financial Aid, Assessment, and Admissions & Records. To meet the goal of improving service and ensuring student success, these offices work closely together to provide a smooth transition for students from high schools and community agencies into SMC. From October 1998 through April 1999, School Relations visited 111 schools (of which 95 were high schools), attended 68 college fairs, and held 30 campus-based tours. School Relations has aggressively targeted out-of-state high schools with an emphasis on Hawaii. Presently we have over 85 students enrolled from Hawaii.

The Financial Aid office has established a closer working relationship with the Office of School Relations. Greater awareness of the Pell grant has been promoted. School Relations and Admissions have been working jointly to assess English skills and process all students in the High School Dual Enrollment Program. The Deans of Enrollment Services, Matriculation/Special Programs, International Education, Student Life, and Counseling/Retention work cooperatively and communicate on a regular basis with each other.

A Retention Committee was formed during the 98-99 academic year to improve the way probationary students are served. Funding was secured from the Chancellor's Student Success grant and the campus Partnership for Excellence program. Six hundred students on probation are participating in a survey to identify solutions which will be implemented in Fall 1999.

In order to improve the relationship between counseling and instructional faculty, the Counseling Department is in the process of creating a department liaison model that links academic departments with counselors to provide improved academic advisement. As SMC moves into the Distance Education arena, the Counseling Department is working with eCollege.com (Real Education) to develop an online New Student Orientation process as well as online advisement services.

OBJECTIVE 10. *To develop and implement appropriate student support systems for all off-campus educational programs. (Student Affairs)*

The primary goal of student services at the off-site locations is to assist in providing a comprehensive educational experience for students and to provide a unique, small college experience while maintaining the integrity of educational programs and policies that exist under the umbrella of Santa Monica College. Students and staff who attend classes and partake in activities at the satellite locations should still feel the esprit de corps of being part of the main campus.

The objective for all off-site locations is to provide as many services as possible for students so they do not have to continually impact the main campus. The Academy of Entertainment and Technology provides the following array of student support services: on-site orientations, enrollment and registration, day and evening counseling, an active student club, weekly psychological group counseling, computer labs, daily bookstore services, and career, job and internship coordination.

We are in the process of opening a Student Service Office at Madison with a counselor available once a week. The eventual goal is to have a staff person available on a daily basis and to provide a comprehensive information and referral center. The next step is to begin to set up similar services at the Airport site. Currently a daytime counselor is provided one day per week. The Emeritus site primarily serves our senior citizens, whose needs are somewhat different. We plan to provide assistance with registration and advisement services on an as-needed basis.

OBJECTIVE 11. *To expand implementation of the Matriculation Policy through greater use of technology and to explore the expansion of the Assessment Center. (Student Affairs)*

The Assessment Center has tested 11% more students this year than in previous years. The staff is currently exploring ways to implement technology in assessment. The Deans of Enrollment Services and Matriculation/ Special Programs are setting up a committee with the English and Math departments to explore the possibility of computerized assessment.

OBJECTIVE 12. *To increase the number of student aid and Pell Grant recipients and decrease the number and percentage of student loan defaults. (Student Affairs)*

The Financial Aid Office continues to find ways to educate and inform students about various financial options available to them. The Financial Aid Office does not yet have a final count of students awarded grants, but it appears that the number of Pell Grants offered compared to last year has increased. An aggressive campaign to limit the number of unnecessary loans has lowered SMC's default rate from the 18% of two years ago to today's 14%. Students requesting loans must attend mandatory financial aid workshops. The Financial Aid Director meets with all students who have been given significant loan packages in the past.

OBJECTIVE 13. *To increase the number of transfer students and to establish articulation as an institutional priority by strengthening relationships with four-year institutions and reviewing all articulation agreements. (Student Affairs)*

Once again SMC is #1 in the state in UC transfers, and CSU and 4-year private school transfers have increased. Over 60 counseling advisement guide sheets have been reviewed and updated to ensure accuracy. Numerous new articulation agreements have been or are in the process of being created with UC, CSU, private colleges, and out-of-state universities. A new process has resulted in improved consistency of Counseling department information with that published in the SMC catalog.

OBJECTIVE 14. *To increase the effectiveness of existing recruitment programs and to develop new strategies to attract high achieving international students. (Student Affairs)*

Significant efforts have been made to target new markets in Europe and the Middle East, as well as F-1 students within the United States; coordinate efforts with out-of-state domestic outreach; revise and improve the International Admission processes; improve office processes to better serve the needs of F-1 students; improve International Registration by

adding telephone registration for F-1 students with a 2.5 GPA or better; improve counseling services for F-1 students through better access to Counselors; and improve orientation for F-1 students.

OBJECTIVE 15. *To review the recommendations of the Athletic Task Force and to implement the three most important recommendations. (Student Affairs)*

To improve academic performance, the task force recommended the expansion of the MAAP program to all athletes. Since the MAAP program is no longer in existence, student athletes that qualify are mainstreamed into existing Trio and EOPS programs, which provide tutorial services. Also, a full-time counselor has been assigned to the athletic department to work one-on-one with each athlete to help ensure academic success.

The task force recommended that the College complete the overall track renovation and include a steeplechase. The College Foundation assisted with the fundraising for the replacement of the track as a part of the capital campaign. A steeplechase was included in the overall track renovation.

To support the athletic program and to secure funding from the Associated Students, it was recommended that we create a campus-wide athletic committee, co-chaired by an Associated Student director and consisting of faculty, staff, and students. A committee, consisting of the Athletic Director, Dean of Student Life, the AS Activities Director, and the AS Faculty Advisor, has been formed to plan promotional events. Associated Students has assisted with sponsorship of the booster club and is contracting area high school bands.

OBJECTIVE 16. *To ensure access to textbooks and learning resources for students who require an alternative format or who need to use assistive technology to access these resources. (Student Affairs)*

The Center for Students with Disabilities assists students with academic, vocational, and career planning. Tutoring, interpreters, specialized equip-

ment, and high tech computers are readily made available for this special population. An additional full-time Disabled Student Services Specialist has been hired to assist in providing students with academic materials in alternate formats. The office staff has assumed responsibility for enlarging, scanning, and brailling textbooks and other materials on an as-needed basis. Braille and large-print resources have been reviewed, and we have begun coordinating services with the Brailling Center at Ventura College.

We have increased the availability of assistive technology in mainstream labs thanks to the $10,000 assistive technology budget for mainstream labs and the joint efforts of Academic Computing and Disabled Student Services. An Americans with Disabilities Act compliance section was added to the technology plan to ensure inclusion of lab accessibility as part of the planning process for all new and upgraded labs, and we continue to install and upgrade assistive technology in mainstream labs. To ensure universal web access the Disabled Student Services and Academic Computing are working together to provide trainings on universal design. In addition, DSS is working with eCollege.com (Real Education) staff to solve any accessibility problems in their software.

GOAL 2. Academic Excellence

OBJECTIVE 17. *To enhance the program review process to assure that course outlines and course prerequisites are regularly reviewed and updated and that career preparation information and competencies are included in objectives for occupational programs. (Academic Affairs)*

Evidence that course outlines and course prerequisites have been reviewed and updated is now a required component in the Program Review process for instructional programs. The process for occupational programs also requires review of program objectives to ensure the inclusion of current career preparation information and competencies. Updated objectives resulting from this process will be included in future editions of the college catalog.

OBJECTIVE 18. *To develop a new program approval process based upon a review of the process used for approval of the Academy of Entertainment and Technology curriculum. (Academic Affairs)*

The Academic Senate Joint Curriculum Committee has reviewed the process used for approval of the Academy of Entertainment and Technology curriculum and has determined that it contains the basic components needed in the development of a general program approval process that will serve interdisciplinary programs created outside the academic department structure as well as those developed traditionally. A new process based upon this model has been developed and approved by the Academic Senate Joint Curriculum Committee.

OBJECTIVE 19. *To implement a new library automation system that will provide remote access to information resources and to continue support for library and information resources facilities, materials, equipment, and technology. (Academic Affairs) ** Technology*

After a thorough review of currently available library automation systems, the decision was made to purchase and implement the SIRSI system. During the summer of 1998, the library staff created policy tables, customized the program to meet the specific needs of the SMC Library, and transferred data from the existing Innovative Interfaces system to the new SIRSI system. On August 31, 1998, the Library brought up the new system, which provides Web-based access to the catalog, thus allowing users access to the Library's holdings through the Internet. In addition to the public access component of the system, SIRSI is used for all library functions, including circulation, acquisitions, serials control, and cataloging. The Library is currently using all these functions while continuing the process of bringing them to full functionality.

OBJECTIVE 20. *To develop and begin implementation of plans for new educational ventures in international trade, tourism, information technology, and textiles. (Planning & Development, Academic Affairs)*

The College decided that the development of new educational ventures

should be limited to one per year. This year, the focus was on the creation of an Institute for International Trade. The effort began with the successful application for a Title VI-B grant from the U.S. Department of Education. Under the auspices of the grant, the College has been able to conduct an in-depth analysis of the training needs in the field of international trade, with a particular concentration on how international trade relates to the entertainment industry. The College has also assembled a prestigious advisory board of people affiliated with all aspects of international trade.

The meetings with the advisory board have created the broad parameters for the potential Institute for International Trade. Their proposal is for a training matrix that includes four defined career tracks and five functional areas. An interdisciplinary college committee (the International Trade Faculty Advisory Committee) has been established and is now wrestling with the curriculum development issues. It is anticipated that the College will be prepared to offer selected classes in the next academic year and that the full program will be developed for Fall 2000.

GOAL 3. Community of Mutual Respect

OBJECTIVE 21. *To effectively monitor the faculty evaluations process and to develop and implement an evaluation orientation/training program for department chairs and faculty who serve on evaluation panels. (Human Resources)*

The Human Resources Department implemented an internal procedure to monitor all probationary and tenured evaluations. As a result, all evaluations were conducted in compliance with the procedural requirements. In addition, Human Resources conducted two evaluation-training seminars open to all faculty, offered during academic flex days.

OBJECTIVE 22. *To develop and implement a training program for department chairs to orient new and continuing department chairs on department chair responsibilities such as evaluation, part-time hiring procedures, and curriculum development. (Human Resources)*

Throughout the year, Human Resources has worked informally with department chairs on evaluation issues and the hiring process for part-time faculty. Academic Affairs organized a more formal training program for new department chairs.

OBJECTIVE 23. *To review and revise the orientation program for new faculty and classified employees. (Human Resources)*

Human Resources worked with the Professional Development Committee to expand training for new faculty as a part of the 1998-99 orientation program for all new faculty. Human Resources is currently working with the Professional Development Committee to plan the new faculty orientation program for the 1999-2000 academic year and is reviewing the process used to orient new classified employees.

OBJECTIVE 24. *To review the application process for full-time faculty positions. (Human Resources)*

Human Resources has reviewed the current application for compliance with applicable laws. As a result of this review, the application form will be modified by eliminating the question asking for foreign languages spoken and/or written. In addition, the Human Resources Department has identified available technology that will provide a Web-based application process. In the event that substantive changes to the application form need to be made in order to permit web-based applications, the Human Resources Department will work with the Academic Senate to develop a new application form.

OBJECTIVE 25. *To revise the procedure for requesting the creation of, or the filling of, classified positions/classifications. (Human Resources)*

The Human Resources Department has developed a common process for the creation of positions with all departments and the Personnel Commission. As part of the rewriting and development of procedures, a written procedure, including a new form for requesting a position, is in the process of being developed for implementation by September 1999.

OBJECTIVE 26. *To implement policies on sexual harassment, work place violence and responsible computing in concert with the Academic Senate, the Classified Senate, the Faculty Association and CSEA. (Human Resources)*

The Human Resources Department has submitted to both the Academic and Classified Senates a proposed policy and procedure for responsible computing. The policy and procedure is currently under discussion with the Academic Senate and the Faculty Association. The Classified Senate has not offered any objections to the policy and procedure. Human Resources has developed a proposed workplace violence policy and procedure. However, it is apparent that a policy/procedure alone will not truly address the needs in responding to this important issue. Therefore, the President has asked the vice presidents of Human Resources and Student Affairs to form a task force to examine the issue of workplace violence and also ways in which to improve a community of mutual respect. Any suggested policy/procedures that may be developed by the task force will be submitted to the Academic Senate for review and approval. To the extent that any policy/procedure affects an issue within the scope of bargaining, the District will meet with the Faculty Association.

OBJECTIVE 27. *To implement a training program for all managers on such topics as grievance processing, evaluation, documentation, harassment, violence in the work place, and management skills. (Human Resources)*

The Human Resources Department has continued to provide its ongoing training for managers in the area of evaluations and harassment. This year managers were offered training in the area of grievance processing and documentation. Also, Human Resources has implemented a monthly "brown bag" lunch meeting with managers to discuss important issues and to answer questions that managers may have concerning human resources. In addition, Human Resources has established a library of reference materials for managers.

OBJECTIVE 28. *To work cooperatively with the Personnel Commission to develop joint recruitment efforts. (Human Resources)*

The Human Resources Department and the Personnel Commission have successfully established a cooperative working relationship. The Personnel Commission and the District work together in all aspects of the recruitment and selection process.

OBJECTIVE 29. *In concert with the Faculty Association, CSEA, and the Academic and Classified Senates, to identify and implement an employee assistance program. (Human Resources)*

The Human Resources Department has identified an Employee Assistance Program for all employees. The program has been offered to both the faculty and classified associations. To date, no discussions have taken place with either the Academic or Classified Senate.

OBJECTIVE 30. *To continue the effective management of the staff development program by expanding on-campus training opportunities tailored to the professional duties of faculty, classified staff, and administrators; by enhancing the mentor program for new faculty and administrators; and by providing training in the area of cultural sensitivity and cross-cultural communication for all SMC employees. (Human Resources)*

Through staff development, a series of workshops was offered to new faculty, and additional on-campus training has been provided in the area of multimedia services. The Professional Development Committee is currently assessing the needs of new faculty and administrators for mentoring services. The Professional Development Committee organized a group of employees to participate in the Chancellor's Office Diversity Colloquium. The District also received an award from the Chancellor's Office recognizing the District's efforts in the area of staff diversity. The Professional Development Committee is continuing to explore effective ways to provide a meaningful mentor program for new faculty.

OBJECTIVE 31. *To fully implement an evaluation process for all managers. (Human Resources)*

The Human Resources Department is currently studying different models

for the evaluation of managers. It is anticipated that an evaluation procedure for managers will be developed by September 1999. Once a proposed management evaluation procedure is developed, the Human Resources Department will discuss the proposed evaluation procedure to the extent required under current Board Policy and Administrative Regulations.

OBJECTIVE 32. *To implement, after the completion of a new collectively bargained contract, an evaluation by both sides of the bargaining process to determine the changes that are needed for future negotiations. The evaluation will include, among other things, the necessary exchange of information between each side and the method for accessing that information by each side. (Human Resources)*

Negotiations are still ongoing.

OBJECTIVE 33. *To develop strategies to increase student involvement on district and joint committees. (Student Affairs)*

Each year the Superintendent/President appoints a member of the Academic Senate to serve as faculty liaison to the Associated Students Board of Directors. The faculty member sits as an ex-officio, non-voting member of the Board of Directors and attends all meetings. The faculty member attends the Associated Student Training Retreat held in August for the specific purpose of introducing the Shared Governance Board Policy to the students. Throughout the year, the Faculty Liaison reports to the AS Board of Directors on critical policies and information that may impact students. This position is a great resource to Board members and students who served on committees.

The Superintendent /President, Vice President for Student Affairs, and the Dean of Student Life meet in unison regularly, but at least monthly, in a separate meeting with the AS President and the Student Trustee. In these meetings, issues of concern are discussed and updates are provided on various campus issues and activities. The Dean of Student Life and the Student Activities Advisor/Counselor conducted two Student Government workshops, the purpose of which was to inform the student body about

opportunities and rewards available through participation in student government and shared governance.

The Superintendent/President appointed a Task Force to study and make recommendations regarding the student activity hour. The Associated Student President, Vice President, Student Trustee, Inter-club Council President, and a student-at-large, along with faculty and administrators, served on this important body and made recommendations to the Superintendent/President regarding the 1999-2000 Student Activity Hour Scheduling Experiment.

Included in the Associated Students Constitution is the Director of Academic Support. A main purpose of this AS Director is to work closely with the President of the Academic Senate to ensure that student vacancies on Academic Senate Joint Committees are filled in a timely manner. The Associated Students President and the Student Trustee both serve on the Collegewide Coordinating Council. The Associated Students President appointed three students to serve on the Grade Appeals Committee and two students to serve on the Student Disciplinary Committee.

OBJECTIVE 34. *To provide training for the Police Officers, PSOs and support staff on team building, continuous improvement, and the creation of a safe environment at the College. (Student Affairs)*

Diversity and sensitivity training has been provided for parking security officers, dispatchers, and the administrative assistant. The PSOs, dispatchers, and the administrative assistant have received training in CPR and Basic First Aid. An increased number of safety talks and presentations have been made to a wider campus population. New and improved crime prevention and information brochures/bulletins have been developed. A procedural manual for the police, parking security officers, and police dispatchers is currently being developed.

GOAL 4. Technology

OBJECTIVE 35. *To begin the two-year PeopleSoft implementation project for an integrated administrative software system for Human Resources, Financials, and Student Services/Instruction. Each area will clearly define current business practices and make revisions necessary to take full advantage of system capabilities. (All areas)*

The Human Resources Department has been actively involved with PeopleSoft implementation. The fit/gap analysis for Human Resources has been completed. The Human Resources Department has completed the data modeling and testing for numerous PeopleSoft tables. Staff members from the Human Resources Department are now spending several days per week dedicated to PeopleSoft implementation, and all of the employees in Human Resources responsible for PeopleSoft implementation have completed training on the Human Resources program.

The current PeopleSoft implementation plan calls for the College to "go live" on both the Human Resources and Financials applications July 1, 2000. The implementation of the PeopleSoft Student Administration application will begin as soon as version 8.0 is released, and the College will "go live" about 15 months following the start of implementation (probably the latter part of 2001).

OBJECTIVE 36. *To develop and implement distance education offerings in at least four areas of the general education pattern for the Associate in Arts degree and to provide the training and support services needed for the development of these courses, as well as additional offerings in specific majors. (Academic Affairs)*

Distance education sections of courses in the Social Science Group A (Political Science 1, National and California Government) and Humanities (Music 32, Appreciation of Music) areas of the Associate in Arts degree general education pattern have been developed and offered in the Fall 1998 and Spring 1999 semesters. Also, a section of Interior Design 30, Fundamentals of Interior Design, was delivered through videoconferenc-

ing technology as part of the Regional Interior Design Consortium in the 1998 summer session. The College has contracted with e-College to provide training and access to an established hardware and software infrastructure for delivery of online classes and support services. Fifteen faculty members participated in the initial e-College class conversion training session in March 1999. Proposals by faculty members for online courses to be offered during the 1999-2000 academic year include courses meeting the Social Science Group B and Language and Rationality Groups A and B Associate in Arts degree general education requirements as well as courses in specific majors such as Art, Business, and Computer Information Systems.

OBJECTIVE 37. *To revise the Technology Master Plan for years three and four. Once revised, implement year three of the plan along with any carryovers from year two of the plan. (Planning & Development)*

The District Technology Committee revised the Master Plan for Technology, and an update for years three and four was published in January 1998. Twenty-eight objectives were initially identified for year three (1998-1999) with a total cost of $2,356,561. Due to a decrease in state funding for technology, six objectives were eliminated or moved to Year Four of the Plan in order to bring the budget in at $1,483,061. Some of the major accomplishments of Year Three include: the new Library catalog system and remote access to the Library; the outfitting of the new Science Building with state-of-the-art labs and a high-speed network infrastructure; the launch of a new faculty and staff technology training program; several new instructional labs including the Modern Language Lab, a digital photography lab, and a GIS lab, as well as labs at remote sites; the beginning of a distance education program through eCollege.com (Real Edcuation); and new instructional technology classes such as Windows NT and ORACLE.

OBJECTIVE 38. *To develop and begin implementation of a multi-tiered technology training program which ranges from programs directed at faculty and staff (for the integration of technology into their classrooms and work-sites)*

to training for information technology staff (in order to stay current and to aid in a career laddering effort). (Planning & Development)

A comprehensive technology training plan has been developed and several components of that plan have already been implemented. The training needs of the campus community have been broken down into three areas:

- *Standard Computer Training Program* – The Standard Computer Training Program provides training to all SMC employees on the software operating systems and applications that have been adopted as SMC standards. In Spring 1999, the Computer Education Specialist was relieved of his responsibilities for drop-in help in the Faculty/Staff computer lab to teach a full array of workshops and courses. The workshops are a continuation of the previous training program and cover topics of interest to large segments of the campus community. Courses supplemented with training manuals and practice exercise disks purchased from Catapult Software Training Company have been very well received. The College is in the process of purchasing a site license for the use of these manuals since the license will be more cost-effective in the long term, will serve a greater percentage of the campus community, and will allow customization of the manuals.

  A new computer-based training package providing all users on the local network with access to self-paced instruction on Microsoft Office 97 applications can be used alone or, since it maps directly to the instructor-led training manuals, as a supplement to the courses. CD versions are available in the library for home use. It is interesting to note that our license to this training includes student use and that the Business Education Department is in the process of implementing it as a study aid for their students.

  In Fall 1998, a series of workshops that are mandatory for all new recipients of District-purchased PC's was introduced. The series consists of five workshops: Computer Basics, Internet Skills, Ergonomics, the SMC Computing Environment, and Troubleshooting Techniques. A set of on-line tests has been devised to allow experienced users an opportunity to be exempted from some or all of these workshops.

- *User Support Services* – Last fall, new staff members were hired to create a computer Help Desk. This service provides a single phone number for users to call for all computing problems or questions. Recently, staff members in the Telecommunications Department completed an extensive review of Help Desk software packages, and new software is being implemented.

  Dissemination of information about computing at SMC improved significantly last fall when Information Technology instituted a monthly newsletter. Response from the campus community has been extremely positive. In a similar effort, the Coordinator of Technology Training has developed a centralized technology web site for use by SMC employees. This web site provides easy access to the wealth of technology-related web pages available on the SMC web servers. The site is available at http://www.smc.edu/tech.

- *Area-Specific Training* – SMC faculty need training tailored to their disciplines and to pedagogy. On a day-to-day basis, this need is partially fulfilled by the department's technology liaison. One individual has been identified in each academic department to serve as the liaison. These liaisons attend the five-part mandatory computer workshops, maintain a departmental web page, write the department's technology plan which includes a training plan, and assist their colleagues with web authoring, Virtual Office Hours, e:mail, and other computing issues.

  A collaborative effort is underway to provide more extensive training in those departments with recent infusions of technology. A team from Academic Computing will meet with members of each selected department to present examples of multimedia presentations and effective web sites for the support of instruction. The team will then work with the department to develop well-defined technology goals and a detailed plan for achieving them. Finally, the team will assist the department in implementing that plan.

  A recent agreement between the Information Services Committee and the Professional Development Committee provides AB 1725 funds for

technical training of faculty in those departments recommended for technology funding by the ISC. These funds can be used to send one or two faculty members to off-campus training with the stipulation that these faculty must serve as trainers for their colleagues upon returning to SMC. The funds may also be used to bring trainers to the campus to train larger groups of faculty. It is expected that this training will be discipline specific, therefore not duplicating the standard computer training opportunities already available on campus.

Efforts to develop a detailed plan for training the end users of the PeopleSoft system are currently underway. Basic training in computer usage is currently being offered via the SMC PeopleSoft Users Group. More in-depth training has been made available to all staff in Information Services, especially in the areas of PeopleSoft implementation and network management. Initial planning of career laddering is already underway.

GOAL 5. Community Partnerships/Financial Viability

OBJECTIVE 39. *To encourage the development of contract education programs by increasing the number of partnerships with business and industry. (Academic Affairs)*

The Workforce and Economic Development Office has initiated partnerships with American Airlines, the Ritz-Carlton/Marriott Hotels, the Loews Hotel, Los Angeles County Office of Education Headstart (continuation from 1997-1998), and Community Career Development Inc. to develop and implement contracts and grants totaling $964,467. These grants and contracts have funded training for 841 individuals in the areas of SABRE (airline reservation system), customer service, computer applications, management training, leadership skills, and pre-employment skills. Economic development grants funded for the 1999-2000 academic year will provide for the establishment of a Mini Career Center through the Los Angeles County Private Industry Council and partnerships with Santa Monica Place, Community Career Development Inc., and the Loews Hotel to pro-

vide training in the areas of customer service, computer applications, and Vocational ESL to over one thousand individuals.

OBJECTIVE 40. *To improve the quality and accessibility of accounting data. To fully participate in the implementation of the PeopleSoft system to ensure that it assists in meeting the accessibility objective on a long-term basis and to explore interim solutions until those benefits can be realized. (Business & Administration)*

This objective is ongoing. We have provided regular monthly reports to all cost centers. PeopleSoft implementation has been postponed until our staffing problems are rectified, but we have proceeded with PeopleSoft modeling to the extent that the financial package impacts other packages. We are in the process of installing hardware to implement an interim solution through Los Angeles County to provide improved access to financial records, which will in turn solve current accounting problems.

OBJECTIVE 41. *To provide in-service training to managers and appropriate department support staff on the establishment and control of budgets and the procedural issues of purchasing and accounting. (Business & Administration)*

This is also an ongoing objective. This year we have had many group and individual in-service training sessions. We have had flex-day breakout sessions on purchasing and payroll. We have produced purchasing and travel procedures. We have distributed over 100 copies of the chart of accounts and are working with departments to address budgeting and account coding questions.

OBJECTIVE 42. *To create a bursar's office through the integration of the appropriate parts of Station C, the Cashier's Office and the Auxiliary Office. (Business & Administration)*

We have held regular meetings with the areas to be integrated into the Bursar's office. The staff has started developing procedures for cash receipts and processing throughout the District. The creation of the

Bursar's office will be implemented when the Director of Auxiliary Services position is filled.

OBJECTIVE 43. *To begin a capital campaign within the Santa Monica College Foundation, raise at least $5 million within the 1998-99 fiscal year, and attempt to sustain current giving to the Foundation at its present levels. (Planning & Development)*

The capital campaign has secured nearly $6 million in gifts and pledges, surpassing the objective of $5 million. This places the campaign at the halfway mark to reach $12 million by fall of 1999. The funds will ultimately benefit 14 separate areas on campus, which are designated as part of the capital campaign. This increase in fundraising activity has benefits in addition to the actual cash projected to come to the College. The SMC Foundation Board of Directors is more active than ever and has attracted additional volunteers to serve on campaign committees. The funds represent increased giving by existing donors as well as gifts from brand new donors. It has given the College and the Foundation the opportunity to involve distinguished alumni such as Dustin Hoffman, who has agreed to serve as the Honorary Chair of the campaign. This campaign has proven to be a powerful tool to uplift the campus as well as provide needed funds.

In addition, the Foundation achieved 60% of its goal for annual giving and 172% of its goal for major gifts when only half of the year had passed (well over $1 million). Since ongoing fund raising activity must continue alongside the capital campaign, it was unclear how the two efforts would affect each other. In fact, annual giving has remained strong, owing to the implementation of a serious comprehensive direct-mail campaign, the completion of several outstanding major gift pledges, and the maintenance of our Planned Giving program which is now projected to bring in an additional $4 million to the Foundation in the coming years.

OBJECTIVE 44. *To develop and begin implementation of a plan for the financing, construction, and operation of a 500-seat theater at the Madison site. (Planning & Development)*

In 1998, the College hired a consultant who later became the new Director of Special Projects and Development. She was assigned responsibility to develop and implement a plan for the financing, construction, and operation of a 500-seat theater at the Madison site. The project began with a feasibility study that indicated a 500-seat theater on the Madison site would be a great success. The study, performed by Mitze Productions, showed that there is significant community support for a mid-sized theater on the west side of Los Angeles and recommended a programming strategy that encompassed four-wall rentals, resident company partnerships, and in-house presentations of performing arts series. A fundraising campaign was begun in association with the College Capital Campaign beginning with an initial gift of one million dollars in January 1998.

College representatives met with local area presenters to establish professional relationships and cooperation to enhance future programming at the proposed theater and spoke with performing artists and potential users of the theater to solicit endorsements. A preliminary brochure was produced in the first quarter of 1998. Using donated funds, an architect was commissioned to design and build a working model of the proposed theater that has been used to support fundraising efforts.

The College developed the initial phase of its fundraising strategy, which focused on starting a base of donors and benefactors with particular interest in the theater project and including them in our efforts to reach new donors. Private solicitation of individual donors or parties of donors allowed us to showcase the theater model in intimate and informal settings. Since late October 1998, five model parties have been held, reaching up to forty potential donors on each occasion. On-going efforts in support of the project include between eight and twelve private meetings with potential donors each month. These efforts have resulted in approximately $1,500,000 in pledges or cash gifts, with many gifts pending or being presently solicited.

OBJECTIVE 45. *To develop grant applications to fund priority areas identified within the various planning documents of the College. (Planning & Development)*

Long-term institutional priority areas are identified within the various planning documents of the College including Santa Monica College's Vision, Mission and Goal statements; Master Plan for Education; Master Plan for Technology; and the Accreditation Self-Study Report. Programmatic enhancement priority areas are identified through campus committee actions such as Program Review, the Curriculum Committee, and the Coordinating Council. The Superintendent/President and members of the senior staff are also key identifiers of both short-term and long-term priority areas of the institution.

The Grants Office continually reviews and disseminates to interested SMC constituents a wide variety of funding opportunities (for the priority areas identified in these documents) including those from government agencies (federal, state and local) and private/corporate foundations. In response to these priorities, over 30 major grant applications have been submitted this year or are currently under development. (See Appendix A). From these applications, over $2.6 million has been funded and approximately $2.0 million is pending.

OBJECTIVE 46. *To create a new community relations unit which focuses on the connections between college operations and the service area of the College, and includes an integration of all marketing, public relations, and external communications of the College. (Planning & Development)*

The Office of Public Programs has been created, consisting of the Director of Community Relations, the Director of Marketing, the Events Manager, and the Public Information Officer. Each of the participants report to the Superintendent/President when functioning in a Public Programs capacity, but continue to report to the Vice President of Planning and Development when performing their individual functions. The position of Coordinator of Public Programs has been filled, serving to link the activities of these four positions. The Office of Public Programs convenes weekly with the College President.

Some of the accomplishments of the Public Programs unit in the past year have been the creation of an SMC Events Brochure for Fall 1998 and

Spring 1999; enhanced flyers to highlight and promote various lecture series; enhancement and continuous updating of Web site information regarding SMC sponsored events; creation of an SMC information booth at Celebrate America; presence at Chamber of Commerce monthly luncheons of college representatives with easel displays, college literature, and volunteer members of the SMC Associates; rebuilding of the college's General Advisory Board, a community support group, from approximately 20 to over 150 members; and increased distribution of college event promotional materials.

GOAL 6. Facilities

OBJECTIVE 47. *To meet the May, 1999, completion date for the Science Building and to reach a satisfactory settlement with FEMA for funding the building. (Business & Administration)*

The District has taken possession of the Science Building, and this new facility will open for classes in Fall Semester 1999. The GAP settlement has been concluded with FEMA providing final entitlement of $25,650,688 for the Science Building replacement.

OBJECTIVE 48. *To hire architects and to have them work with the college community to complete the design phase and working drawings for the replacement buildings for Liberal Arts and Parking Structure B. (Business & Administration)*

The replacement for Parking Structure B is in the design phase, and working drawings will be completed and approved in the Fall of 1999. An environmental report by the City of Santa Monica is needed prior to construction of additional parking on campus. This report will be completed in Fall of 1999. The Social Science and Behavioral Studies Departments have had initial meetings with architects to establish program requirements for a Liberal Arts replacement building. Since this project has not been fully funded by FEMA, it has been placed "on hold" pending additional funding from other sources.

OBJECTIVE 49. *To influence the funding priorities of the Chancellor's Office so that the library addition and remodel would be the recipient of state funding in 1999-2000 if the Higher Education Bond Act is approved by the voters in November, 1998. Following the election, to complete the design phase for the library addition and remodel in accordance with the funding scope determined by the election results. (Business & Administration)*

State funding for the Library project was recently approved by the Governor during the 1999-2000 budget process. The design phase for the full scope of the project is in process. Construction will begin at the end of 1999-2000 after the Library moves into temporary library quarters. The remodel of the space to house the temporary library will begin the second half of the Fall 1999 semester.

OBJECTIVE 50. *To increase the communication, efficiency, competency, and responsiveness of the Maintenance, Custodial, Grounds and Facilities departments. (Business & Administration)*

The process for filling work orders has been upgraded to improve tracking and distribution of work. Employee work schedules are being adjusted to better respond to campus needs. Manager meetings are being held on a regular basis to review problems.

OBJECTIVE 51. *To develop strategies in cooperation with other areas of the College to change the attitudes and behavior of students, faculty, staff, and administrators towards the cleanliness of campus facilities and grounds so that all parties are contributors to the solution. (Business & Administration, Academic Affairs, Student Affairs) ** Community of Mutual Respect*

As new and remodeled facilities open, faculty members are discouraging the practice of bringing food and beverages into classrooms, and each classroom has been provided with a large container for the disposal of paper other than cups, tissues, and that contaminated with food waste. This effort, as implemented in the Business Building, the Technology Building, the Academy of Entertainment and Technology, and, most recently, the Madison site, has resulted in some success in the reduction of

waste in the buildings and in supporting the recycling effort. It is anticipated that an increased awareness of recycling and the development of a more efficient schedule of trash pick-up on campus should contribute to a heightened social awareness that there is a need to keep the campus clean.

The college-owned house at 1744 Pearl Street, formerly occupied by the International Students Center Admissions Office, has been designated as the home for the SMC Environmental Center. Plans for the center include developing a collection of materials so that it may serve as a college and community resource for environmental information and seeking external funding to transform the house into a model for sound environmental practices.

OBJECTIVE 52. *To improve the communication between the facilities areas and the rest of the campus so that the people responsible for implementation are represented in the decision-making process and are fully informed of the proposed changes to the physical plant. (Business & Administration)*

A construction plan review has been implemented prior to obtaining bids.

OBJECTIVE 53. *To develop and continually refine an interim facility plan which focuses on short-term solutions prior to the implementation of the master plan. Begin implementation of the master plan and the interim facility plan. (Planning & Development)*

The Collegewide Coordinating Council now reviews and updates the Interim Facility Plan every six months. The original Interim Facility Plan was developed in April 1998, and the Collegewide Coordinating Council has since updated the plan in September 1998 and April 1999.

The College has begun to implement both the Interim Facility Plan and the College Master Plan. The progress to date is as follows:

- The College has acquired a building at 2714 Pico Boulevard to be used for the purpose of relocating selected administrative functions to an off-campus location. Design work is currently being done and the first occupants should move to the site in Fall 1999.

- The College has hired an architect to redesign the space that will be vacated by the administration in a manner that can accommodate student services. Likewise, the secondary effects of these relocations are also being planned as student service facilities.

- The food service remodel has been completed, and the new vendors are in place.

- The Madison remodel has been completed, and Community Services has been relocated to its new quarters and has vacated its space in the Amphitheater Building.

- The ISC has vacated two Pearl Street houses and relocated two-thirds of its operation to the Amphitheater Building.

- One of the Pearl Street houses is now occupied by the Environmental Center, and the PeopleSoft implementation team uses the other one.

- The new Science Building has been completed. This will allow for Science Village to start being dismantled. The office portion of Science Village will remain as a temporary solution for the acute faculty office problem.

- The design work has been completed on the new Aquatics facility, and construction is slated to begin in Fall 1999.

- The new track facility has been completed.

- The Media Center construction is underway and is scheduled for completion by the end of Summer 1999.

- The design phase of the conversion of Library Village to a temporary Library has been completed, and construction will occur between November 1999 and April 2000.

- The renovation and addition for the Library is in the design phase with construction anticipated to begin in May 2000.

- The extension of Parking Structure C and the new entry plaza are in

the design phase with construction anticipated to begin in February 2000.

- The new Liberal Arts Building and Art Gallery relocation to Madison had some preliminary design work done, but are "on hold" until the source of funding issues are resolved.

- The Board of Trustees has approved an agreement with the Santa Monica-Malibu Unified School District to solve our child care facility problem.

BOARD OF TRUSTEES ACCEPTED GRANTS
1998 -1999

GRANT	AGENCY	AMOUNT	APPROVAL DATE	CONTRIBUTING/ LEAD FACULTY
FSS: Underrepresented Students Special Projects	Chancellor's Office	$28,777	Jul 6, '98	Al Buchanan
Industry Driven Regional Education and Training Collaborative: Architectural Lab for Industry Professionals	Chancellor's Office	$122,332	Jul 6, '98	Denise Travis
Matriculation Set-Aside Funding: Model Curriculum for Student Success (Yr 2)	Chancellor's Office	$27,250	Jul 6, '98	Linda Webster
Matriculation Set-Aside: Innovative Student Development Curriculum Model (Year 3)	Chancellor's Office	$36,660	Jul 6, '99	Linda Webster
FSS: Transfer Readiness Research Project	Chancellor's Office	$50,000	Jul 6, '98	Brenda Johnson-Benson
FSS: Transfer Readiness for Underrepresented Students	Chancellor's Office	$50,000	Jul 6, '98	Brenda Johnson-Benson
FSS: Transfer Readiness Research (Year 2)	Chancellor's Office	$31,250	Jul 6, '99	Brenda Johnson-Benson
FII: Cinema Curriculum and Resource Enrichment Program	Chancellor's Office	$19,993	Jul 6, '98	Paris Poirier
FII: Worksite Internships for Faculty	Chancellor's Office	$41,184	Jul 6, '98	Winniphred Stone
Middle College High School ("Launchpad")	Chancellor's Office	$100,000	Jul 6, '99	Winniphred Stone/ Julie Yarrish
Multimedia Entertainment Center (Year 3)	Chancellor's Office	$178,875	Aug 2, '99	Winniphred Stone
VATEA II-C Reallocation	Chancellor's Office	$35,674	Jul 6, '98	Marvin Martinez
VATEA II-C Reallocation (FY 98/99)	Chancellor's Office	$13,179	Feb 1, '99	Marvin Martinez
CalWORKS Funding 97/98	Chancellor's Office	$573,826	Jul 6, '98	Tracy Ellis

CalWORKs (augmentation)	Chancellor's Office	$90,000	May 3, '99	Tracy Ellis
TRIO: Student Support Services (Year 2)	U.S. Dept. of Education	$187,200	Aug 10, '98	Gayle Davis-Culp
Job Development Incentive Training Fund: Loew's Santa Monica Beach Hotel	Chancellor's Office	$299,987	Oct 5, '98	Joy Tucker
Job Development Incentive Training Fund: Retail Industry: Business and Workforce Development (Santa Monica Place)	Chancellor's Office	$299,477	May 3, '99	Joy Tucker
Job Development Incentive Training Fund: AmericanAirlines Regional Training Center	Chancellor's Office	$299,599	Jun 7, '99	Joy Tucker
Job Development Incentive Training Fund: Loew's Hotel (Year 2)	Chancellor's Office	$299,935	Aug 2, '99	Joy Tucker
Greater Los Angeles School-to-Career Partnership	LA County Office of Education	$37,121	Dec 7, '98	Kay Azuma
Tech Prep	Chancellor's Office	$69,900	Jul 6, '99	Kay Azuma
"A Public Conversation on Contemporary Issues: The Oslo Accords and Patterns of Change in the Middle East"	California Council for the Humanities	$1,700	Apr 5, '99	Brenda Ness
Telecommunications Technology Infrastructure Program (TTIP) 98/99	Chancellor's Office	$205,555	Apr 5, '99	Deborah Hudson
Center for International Trade Development	Chancellor's Office	$178,875	May 3, '99	Joan Abrahamson/ Tom Vest
Title VI-A, Undergraduate International Studies and Foreign Language	U.S. Dept. of Education	$176,335	Jun 7, '99	Joan Abrahamson/ Tom Vest
Integrating Service Learning into the Curriculum	Chancellor's Office	$81,866	Jul 6, '99	Erica LeBlanc

RESEARCH REPORTS

98.7.1.0	Summer Session Enrollment Data - 1998	July 1, 1998
98.9.1.0	Fall Session Enrollment Data - 1998	September 29, 1998
98.10.1.0	The Effect of English Preparation on Student Success in Selected Courses	October 12, 1998
98.10.1.1	The Effect of English Preparation on Student Success in Selected Courses (revised)	December 1, 1998
99.2.1.0	Winter Session Enrollment Data	February 2, 1999
99.2.2.0	Partnership for Excellence Indicators	February 11, 1999
99.3.1.0	Spring Session Enrollment Data – 1999	March 11, 1999
99.6.1.0	A Summary Report: Effect of Level of English Preparation on Success in Selected Courses	June 4, 1999
99.6.2.0	Summer Session Enrollment Data – 1999	June 30, 1999

INSTITUTIONAL RESEARCH REPORTS

Type	Description	Timeline
Accreditation	Multi-year summary data	Every 6 years
Almanac	College data almanac containing longitudinal summary data	Annual
CCFS320	State – Community College Financial Statement	January, April, July
Enrollment	Headcount & FTES Enrollment by Session & Discipline – 1984 to Present	Annual after Fall Semester data available
Enrollment	Summary enrollment statistics for each session	Winter, Spring, Summer, Fall
Federal	Student Right to Know	Consortium prepared
Grants	Collect data to support college grants	As needed
Instruction	Grade Study	Spring, Fall
Instruction	Instructional Program History by Discipline	Spring, Fall
Instruction	Prerequisite Analysis	As needed
Instruction	Student Progress in Subsequent Courses	As needed

Instruction	WTH, WSCH, Class Size by Discipline and Course – 1985, 1990 to present	Annual after Fall Semester data available
Instruction	Program Review Support	As needed
Instruction	Faculty support for departmental projects	As needed
IPEDS	Federal – several parts	Fall
Newsletter	Research newsletter with key campus data	Semester
Personnel	Annual Equal Opportunity Report	Fall
Personnel	Goals and Timetables - Equal Opportunity	Annual, when requested
State	AB1725 Full-time Data	Fall
State / SMC	Partnership for Excellence Indicators	Annual
Students	Faculty assignment of tentative grades for withdrawing students	Spring 1997
Students	Focus groups (such as success, retention)	As needed
Students	Grade Study	Annual
Students	Persistence data	Spring, Fall
Students	Probationary / Disqualified students report	Spring, Fall
Students	Reasons for Withdrawal	Ongoing
Students	Student Equity	Annual
Students	Success and Withdrawal data	Winter, Spring, Summer, Fall
Students	Transfer data, send letters to colleges requesting data, etc.	As needed
Surveys	Complete appropriate external and internal surveys	As requested
Surveys	Surveys, including Accreditation	As needed
Web Page	Web page data accessible to all	Ongoing